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ABSTRACT

This study was conducted at College of the Canyons (COC), California, in spring 2002 by the Office of Institutional Development and Technology, along with Communications Studies instructor Victoria Leonard. Eighty-three class sections were surveyed to determine the degree to which students agreed or disagreed that their course syllabus clearly described the following: (1) course objectives; (2) assignments required; (3) attendance policy; (4) late assignment policy; (5) what is viewed as participation; (6) how participation will be calculated in course grade; (7) instructor's policy for make-up exams; (8) how to compute grade throughout the semester; (9) how the final grade will be computed; (10) instructor's policy regarding classroom behavior; and (11) instructor's policy regarding classroom honesty. Of the 83 class sections surveyed, 49 sections returned completed questionnaires, for a class response rate of 59%. More than 85% of respondents said that their syllabus clearly described course objectives, assignment requirements, and attendance policy. A total of 64% and 67%, respectively, said they could compute their grade throughout the semester and they knew how class participation would be calculated into the grade. Finally, 77% said important information was highlighted in the syllabus. Research instrument appended. (Author)

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Syllabus Survey
Spring 2002

Report # 119

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Spring 2002

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Introduction

The Office of Institutional Development and Technology, along with Victoria Leonard, Communication Studies instructor surveyed students enrolled in COC classes during the Spring 2002 semester. The survey was intended to gather information that can be used to identify best practices in the development of syllabi and disseminate this information to other faculty members at the College. Ms. Leonard intends to use the results of this survey to provide fellow faculty information about how instructors can improve quality of instruction by providing a course syllabus that is both detailed and informative to students. This report presents findings according to the survey layout.

Methods

Victoria Leonard, Communication Studies instructor, along with the Office of Institutional Development & Technology developed a questionnaire that contained closed-ended questions intended to gather information that can be used to identify best practices in the development of syllabi and disseminate this information to other faculty members at the College. Students were asked to indicate if the following elements were contained on their course syllabus contained the following elements (Questions 1-9):

- Course title and number
- Semester date (Spring 2002)
- Instructor information, such as name, contact information and office hours
- List of textbooks required for the course
- List of recommended materials
- Due dates of important assignments
- Information on add and drop dates
- Grading, including the point or percentage value of each assignment
- Detailed calendar with topics to be covered during each class session

Response alternatives were: 'Yes', 'No', and 'Don't Know'.

Students were asked to rate the degree to which they agreed with the following statements about their course syllabus:

The course syllabus clearly describes the following:

- Course objectives (that is, what you will learn in the course over the semester).
- Assignments that will be required.
- Instructor's attendance policy.
- Instructor's policy for late assignments.
- What is viewed as participation.
- How participation will be calculated in the final course grade.
- Instructor's policy for make-up exams.
- How you can compute your grade throughout the semester.
- How your final grade will be computed.
- Instructor's policy regarding classroom behavior.
- Instructor's policy regarding academic honesty (e.g., plagiarism and cheating).

Response alternatives were: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly Agree', or 'Not Applicable'.

Students were asked to indicate their level of agreement with the following statements:

- Important information in the syllabus is visually highlighted in some manner (e.g., bold, italics).
- The course syllabus has a visually appealing and easy to read format.

Response alternatives were: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly Agree', or 'Not Applicable'.

Students were also asked to indicate how often they refer to their course syllabus. Response alternatives were "Daily basis", "Weekly basis" or "Less frequently than once a week".

Finally, students were provided space to provide additional comments on any aspect of the syllabus that were especially useful or problematic or any recommendations.

A list of Spring 2002 sections was derived from the 320 file. From this list the total number of students was obtained and sections were randomly selected to generate a sample size of approximately 2,000 students. The survey was distributed to a sample size of approximately 2,025 students from 83 sections. Note: students enrolled in Nursing courses were excluded from the sample due to the different syllabus requirements for Nursing instructors from those of other COC faculty. Sections that received the Spring 2002 Student Accreditation Survey were also excluded so as to not overburden instructors during the Spring 2002 semester. The questionnaire contained both open- and closed-ended questions, and allowed participants to respond freely to the various questions asked.

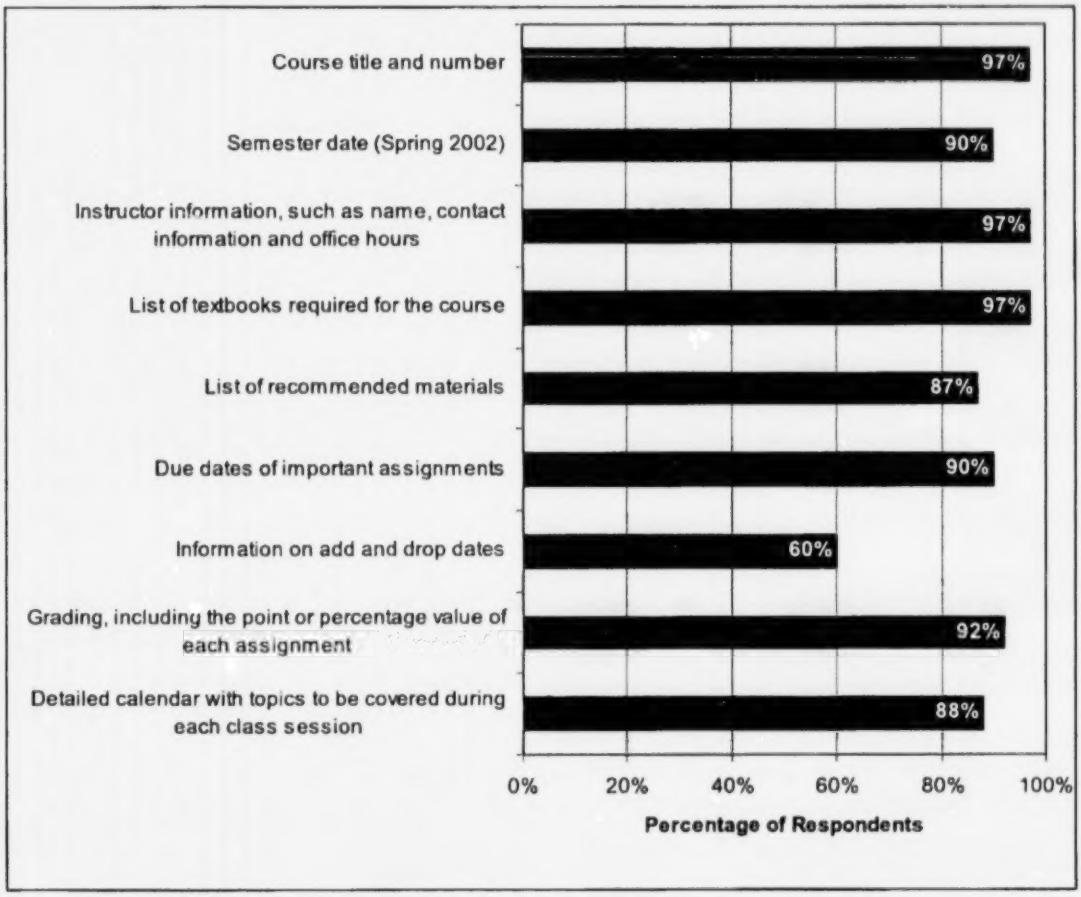
Of the **83** class sections surveyed, completed questionnaires were received from **49** sections (849 students). This resulted in a class response rate of **59** percent. Completed questionnaires were coded and tabulated using Remark, Excel and SPSS. Refer to Appendix A for a copy of the questionnaire, Appendix B for a listing of the summary counts and percentages of response frequencies and Appendix C for open-ended responses.

Major Findings

Items Contained in the Course Syllabus (Questions 1-9)

Students were asked to indicate whether their course syllabus contained the elements shown below in Figure 1. Response alternatives were "Yes", "No" or "Not Applicable". Figure 1 shows the percentage of respondents who indicated "yes" to each item.

Figure 1: Percentage of Respondents Indicating "Yes" to Questions 1-9.



Ninety to ninety-seven percent of students indicated that their course syllabus contained the following:

- Course title and number – 97%
- Instructor Information, such as name, contact information and office hours – 97%
- List of textbooks required for the course – 97%
- Grading, including the point or percentage value of each assignment – 92%
- Semester date (Spring 2002) – 90%
- Due dates of important assignments – 90%

The item receiving a relatively lower rating (though still somewhat positive) is "information on add and drop dates" on students' course syllabus.

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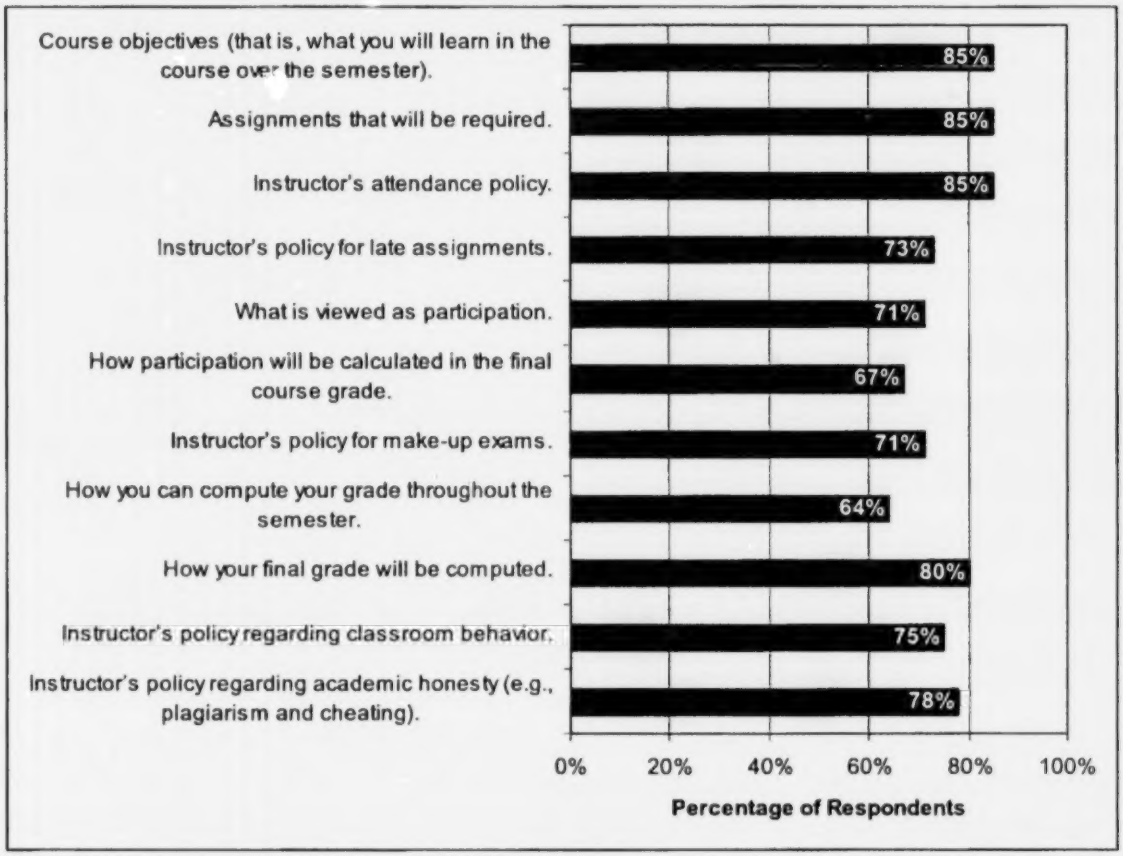
Topics Described by Instructor in Course Syllabus

Students were asked to rate the degree to which they agree with statements about what their course syllabus "clearly describes", which are shown below in Figure 2. Figure 2 shows the percentage of respondents who rated their level of agreement as "Agree" or "Strongly Agree".

Figure 2: Percentage of Respondents Indicating That Their Syllabus "Clearly Describes" the Following Elements.



As shown above in Figure 2, ***more than 70 percent*** of students rated their level of agreement with the following statements about their course syllabus to be "Agree" or "Strongly Agree":

- Course objectives – 85%
- Assignments that will be required – 85%
- Instructor's attendance policy – 85%
- How your final grade will be computed – 80%
- Instructor's policy regarding classroom behavior – 75%
- Instructor's policy for late assignments – 73%
- What is viewed as participation – 71%
- Instructor's policy for make-up exams – 71%

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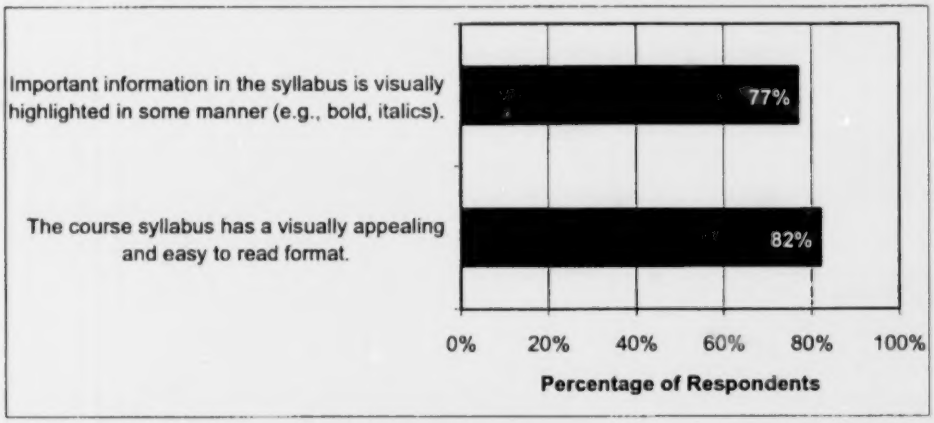
The statements receiving relatively lower ratings (though still somewhat positive) related to course syllabi indicating how students can compute their grade throughout the semester and how participation will be calculated in the final course grade.

Important Items in Course Syllabus

Respondents were asked to rate their level of agreement with the statements shown below in Figure 3. Response alternatives were "Strongly Disagree", "Disagree", "Neutral", "Agree", "Strongly Agree", or "Not Applicable". Figure 3 shows the percentage of respondents who rated their level of agreement as "Agree" or "Strongly Agree".

Figure 3: Percentage of Respondents Indicating Their Level of Agreement to be "Agree" or "Strongly Agree" to Questions 21-22.



As shown in Figure 3, more than 3 out of 4 students indicated that important information is visually highlighted in some manner **(77%)** and their course syllabus has a visually appealing and easy to read format **(82%)**.

Use of Course Syllabus

Students were asked to indicate how often they refer to their course syllabus. Response alternatives were "Daily basis", "Weekly basis" or "Less frequently than once a week". Figure 4 shows the percentage of respondents who indicated their use to be "Daily basis", "Weekly basis" or "Less frequently than once a week".

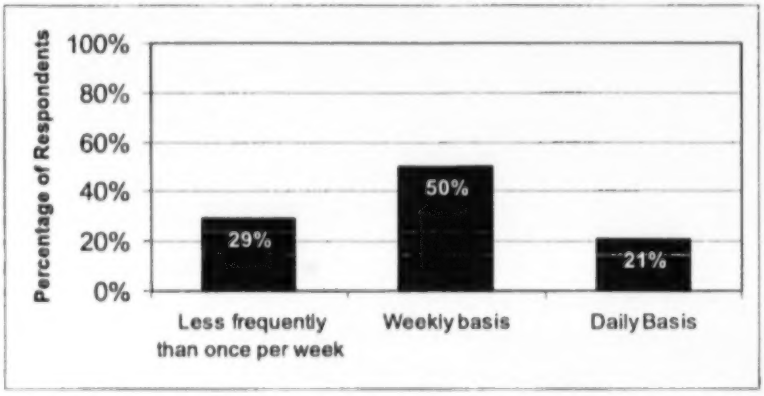


Figure 4. Percentage of Respondents Indicating How Often They Refer to Their Course Syllabus.

As shown in Figure 4, **seventy-one percent** of respondents indicate their use of their course syllabus to be on a daily or weekly basis. **Twenty-nine percent** of respondents indicated use of their course syllabus to be less frequently than once per week.

Overall Open-Ended Responses

Respondents were provided space to comment on any aspect of the course syllabus that were especially useful or problematic and were encouraged to include any recommendations they had. The majority of respondents were positive regarding the layout and content of their course syllabus (57%). Some positive comments included:

- "Important information in the syllabus is visually highlighted in some manner (bold, italics)."
- "Very clear and concise. I know exactly what's expected."
- "The syllabus was very useful because it lays out the semester for the student."
- "This syllabus has all the information needed so that I don't need to ask any questions. It's perfect."

Respondents (28%) also provided recommendations for the layout and content that would be useful for course syllabi. Overall, the theme running through most of the recommendations was what should be included in course syllabi, such as due dates for assignments, available office hours and instructor contact information. Two respondents from one section surveyed indicated that they did not receive their

syllabus until the 6th week of class, which made answering the survey difficult given they had just received prior to completing the survey. Examples of recommendations include:

- "The syllabus should have more information, such as homework and due dates in bold.
- "[Provide] available office hours."
- "Supplies needed besides text, better description are needed on participation, mid-term, final exam, homework and how [assignments and exams] are ...calculated, etc. Better descriptions are needed concerning office hours, how to reach a professor and a description on lab use at the campus TLC."
- "[Course syllabus] doesn't show how our assignments are graded as in percentage."

Please refer to Appendix C for more detail on open-ended responses.

Conclusions

Overall, the majority of respondents indicated that their course syllabus contained the following items:

- Course title and number – **97%**
- Instructor Information, such as name, contact information and office hours – **97%**
- List of textbooks required for the course – **97%**
- Grading, including the point or percentage value of each assignment – **92%**
- Semester date (Spring 2002) – **90%**
- Due dates of important assignments – **90%**

The item receiving a relatively lower rating (though still somewhat positive) is "information on add and drop dates" on students' course syllabus.

More than 70 percent of students rated their level of agreement with statements about what their course syllabus "clearly describes" to be "Agree" or "Strongly Agree":

- Course objectives – **85%**
- Assignments that will be required – **85%**
- Instructor's attendance policy – **85%**
- How your final grade will be computed – **80%**
- Instructor's policy regarding classroom behavior – **75%**
- Instructor's policy for late assignments – **73%**
- What is viewed as participation – **71%**
- Instructor's policy for make-up exams – **71%**

The statements receiving relatively lower ratings (though still somewhat positive) related to course syllabi indicating how students can compute their grade throughout the semester and how participation will be calculated in the final course grade.

More than 3 out of 4 respondents indicated that important information is visually highlighted in some manner **(77%)** and their course syllabus has a "visually appealing and easy to read format" **(82%)**.

Respondents were also asked to indicate how often they refer to their syllabus. ***Seventy-one percent*** of respondents indicated that they refer to their course syllabus on a daily or weekly basis. *Only **29 percent*** of respondents indicated that they refer to their course syllabus "less frequently than once a week".

Overall, student responses were quite positive regarding the items contained in their course syllabus. Items included in course syllabi that should be given consideration includes:

- Add and drop date information
- How students can compute their grade throughout the semester
- How participation will be calculated in the final course grade.

These results should be further considered in conjunction with any other information on course syllabi development.

Overall, respondents' comments were positive regarding their course syllabus. Specifically, the majority of positive comments indicated the layout and content of their course syllabus to be easy to read and provides them with adequate information such as due dates and how grades are calculated. Recommendations centered on items that should be included in the course syllabus, such as the need for more important dates, value of assignments and contact information for instructors, including office hours.

Appendix A: Survey Instrument

Syllabus Survey - Spring 2002

Dear Student: The course syllabus in one of the most important communication tools that an instructor has. At College of the Canyons we strive to improve the process of communication and would like to ask your participation in completing the following survey regarding the course syllabus. Your participation is voluntary and your individual responses are anonymous.

Using pencil or dark ink, please darken answer bubbles like this: ● Other marks may not be read.

Please indicate whether your course syllabus contains the following elements:	Yes	No	Don't Know
1. Course title and number	O	O	O
2. Semester date (Spring 2002)	O	O	O
3. Instructor information, such as name, contact information and office hours	O	O	O
4. List of textbooks required for the course	O	O	O
5. List of recommended materials	O	O	O
6. Due dates of important assignments	O	O	O
7. Information on add and drop dates	O	O	O
8. Grading, including the point or percentage value of each assignment	O	O	O
9. Detailed calendar with topics to be covered during each class session.	O	O	O

Please rate the degree to which you agree with the following statements about your course syllabus.

The course syllabus clearly describes the following:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
10. Course objectives (that is, what you will learn in the course over the semester).	O	O	O	O	O	O
11. Assignments that will be required	O	O	O	O	O	O
12. Instructor's attendance policy	O	O	O	O	O	O
13. Instructor's policy for late assignments	O	O	O	O	O	O
14. What is viewed as participation	O	O	O	O	O	O

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The course syllabus clearly describes the following: (continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
15. How participation will be calculated in the final course grade	O	O	O	O	O	O
16. Instructor's policy for make-up exams	O	O	O	O	O	O
17. How you can compute your grade throughout the semester	O	O	O	O	O	O
18. How your final grade will be computed	O	O	O	O	O	O
19. Instructor's policy regarding classroom behavior	O	O	O	O	O	O
20. Instructor's policy regarding academic honesty (e.g. plagiarism and cheating).	O	O	O	O	O	O

Indicate your agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
21. Important information in the syllabus is visually highlighted in some manner (e.g. bold, italics).	O	O	O	O	O	O
22. The course syllabus has a visually appealing and easy to read format	O	O	O	O	O	O

23. I refer to my course syllabus on a:

a) O Daily basis

b) O Weekly basis

c) O less frequently than once a week.

24. Please comment on any aspects of the syllabus that were especially useful or problematic. Please include any recommendations that you might have for the course syllabus.

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Appendix B: Summary Counts of Responses

Syllabus Survey - Spring 2002

Dear Student: The course syllabus in one of the most important communication tools that an instructor has. At College of the Canyons we strive to improve the process of communication and would like to ask your participation in completing the following survey regarding the course syllabus. Your participation is voluntary and your individual responses are anonymous.

Using pencil or dark ink, please darken answer bubbles like this: ● Other marks may not be read.

Please indicate whether your course syllabus contains the following elements:	Yes	No	Don't Know
1. Course title and number	803	22	22
2. Semester date (Spring 2002)	741	83	22
3. Instructor information, such as name, contact information and office hours	810	24	13
4. List of textbooks required for the course	794	24	28
5. List of recommended materials	669	98	79
6. Due dates of important assignments	733	82	31
7. Information on add and drop dates	414	279	147
8. Grading, including the point or percentage value of each assignment	738	62	45
9. Detailed calendar with topics to be covered during each class session.	711	93	42

Please rate the degree to which you agree with the following statements about your course syllabus.

The course syllabus clearly describes the following:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
10. Course objectives (that is, what you will learn in the course over the semester).	25	19	82	364	349	4
11. Assignments that will be required	23	19	85	340	372	7
12. Instructor's attendance policy	26	22	77	321	388	10
13. Instructor's policy for late assignments	27	46	144	305	291	26
14. What is viewed as participation	24	50	163	316	263	27

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The course syllabus clearly describes the following: (continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
15. How participation will be calculated in the final course grade	30	57	180	317	220	38
16. Instructor's policy for make-up exams	27	52	157	308	266	31
17. How you can compute your grade throughout the semester	33	75	184	286	227	33
18. How your final grade will be computed	25	27	117	341	315	17
19. Instructor's policy regarding classroom behavior	22	30	155	322	285	29
20. Instructor's policy regarding academic honesty (e.g. plagiarism and cheating).	25	30	126	303	325	34

Indicate your agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
21. Important information in the syllabus is visually highlighted in some manner (e.g. bold, italics).	24	26	138	362	266	19
22. The course syllabus has a visually appealing and easy to read format	23	19	108	365	315	6

23. I refer to my course syllabus on a:

a) **178** Daily basis

b) **414** Weekly basis

c) **243** less frequently than once a week.

24. Please comment on any aspects of the syllabus that were especially useful or problematic. Please include any recommendations that you might have for the course syllabus.

Appendix B: Summary Percentages of Responses

Syllabus Survey - Spring 2002

Dear Student: The course syllabus in one of the most important communication tools that an instructor has. At College of the Canyons we strive to improve the process of communication and would like to ask your participation in completing the following survey regarding the course syllabus. Your participation is voluntary and your individual responses are anonymous.

Using pencil or dark ink, please darken answer bubbles like this: ● Other marks may not be read.

Please indicate whether your course syllabus contains the following elements:	Yes	No	Don't Know
1. Course title and number	95%	3%	3%
2. Semester date (Spring 2002)	88%	10%	3%
3. Instructor information, such as name, contact information and office hours	96%	3%	2%
4. List of textbooks required for the course	94%	3%	3%
5. List of recommended materials	79%	12%	9%
6. Due dates of important assignments	87%	10%	4%
7. Information on add and drop dates	49%	33%	18%
8. Grading, including the point or percentage value of each assignment	87%	7%	5%
9. Detailed calendar with topics to be covered during each class session.	84%	11%	5%

Please rate the degree to which you agree with the following statements about your course syllabus.

The course syllabus clearly describes the following:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
10. Course objectives (that is, what you will learn in the course over the semester).	3%	2%	10%	43%	41%	1%
11. Assignments that will be required	3%	2%	10%	40%	44%	1%
12. Instructor's attendance policy	3%	3%	9%	38%	46%	1%
13. Instructor's policy for late assignments	3%	6%	17%	36%	35%	3%
14. What is viewed as participation	3%	6%	19%	38%	31%	3%

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The course syllabus clearly describes the following: (continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
15. How participation will be calculated in the final course grade	4%	7%	21%	38%	26%	5%
16. Instructor's policy for make-up exams	3%	6%	19%	37%	32%	4%
17. How you can compute your grade throughout the semester	4%	9%	22%	34%	27%	4%
18. How your final grade will be computed	3%	3%	14%	41%	37%	2%
19. Instructor's policy regarding classroom behavior	3%	4%	18%	38%	34%	3%
20. Instructor's policy regarding academic honesty (e.g. plagiarism and cheating).	3%	4%	15%	36%	39%	4%

Indicate your agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
21. Important information in the syllabus is visually highlighted in some manner (e.g. bold, italics).	3%	3%	17%	43%	32%	2%
22. The course syllabus has a visually appealing and easy to read format	3%	2%	13%	44%	38%	1%

23. I refer to my course syllabus on a:

a) **21%** Daily basis

b) **50%** Weekly basis

c) **29%** less frequently than once a week.

24. Please comment on any aspects of the syllabus that were especially useful or problematic. Please include any recommendations that you might have for the course syllabus.

Appendix C - Text of Open - Ended Questions

QN #	Q24
44	It is very easy to follow. I use it all the time.
54	Important information in the syllabus is visually highlighted in some manner (bold, italics). The course syllabus has a visually appealing aid.
55	I like the calendar of events. I think it breaks down the material greatly.
62	The extra credit section was great.
64	(Instructor's name) has an excellent syllabus and I enjoy reading it for mind stimulation.
66	I really like the fact that assignments are posted along with the syllabus because it gives you in opportunity to go ahead and advance.
74	The syllabus was perfect in every way, nothing was not necessary.
76	I like the daily schedule put on here so I can keep up with what's due. Easy to follow.
77	I actually agree on having a syllabus because it helps a lot.
79	The syllabus provides a brief description of the class and the work required. The syllabus should have more information, such as homework and due dates in bold.
102	Clear lab assignments, easy to understand.
105	Great class.
110	See survey
111	The syllabus is very neat for this class, and I think that (instructor's name) is a genius.
138	How every week a chapter is assigned so even if you miss you know when it's due!
149	Very thorough syllabus.
156	Great Job, wonderful.
157	Great Job, excellent
159	Wonderful
163	See survey
164	See survey
174	All the homework.
178	Should have every homework assignment due for the entire year (pages and what #'s).
180	Available office hours.
181	The syllabus was good because it told us what to do before each class.
281	Supplies needed besides text, better description are needed on participation, mid-term, final exam, homework. How are they counted, calculated etc. Better descriptions are needed concerning office hours, how to reach a professor and a description on lab use at the campus TLC.
330	If it's not on the syllabus, our instructor tells us or clarifies it.
337	We were just given the syllabus about 10 minutes ago and this is week 6 of class.
338	Read new class syllabus minutes before doing this evaluation.
339	See survey
340	I thought everything was great!
341	See survey
342	It was very helpful.
345	We were just given the syllabus today, but we verbally went over all the information during the first week of class.
347	See survey
361	To have the dates of each week so we know which week we are on.
362	Put dates for lessons.

Open-ended Responses, continued	
363	See survey
366	It's good.
372	(Instructor's name) is very encouraging and very patient.
374	My thing is good.
395	Include in the syllabus an example for the lab notebook.
398	Important dates should be assigned in the syllabus.
399	It's great.
425	I like to know what important dates are upcoming without the instructor telling us. This way I can plan vacation days without interfering with exam days.
432	List of due dates for projects, paper, etc.
437	Contact information and office hours would be useful.
438	Email or phone number of instructor.
439	It is most helpful to have at least a tentative schedule of thest dates, projects and chapter readings. I think it would also be helpful to clearly highlight specific topics, ie. Attendance/Grades/etc.
454	See survey
470	Needs chapter numbers
471	Just to put charter numbers on what we went over the day in class.
473	Very good teacher. The best. Teaches very well.
475	The syllabus is great - only one thing I wish he would list the dates and assignments due.
476	Very useful course syllabus.
484	Doesn't show how our assignments are graded as in percentage.
501	The page # on the syllabus about the books are really helpful when is comes to preparing for that day's quiz.
513	It was a good syllabus.
514	The pages we're supposed to read.
601	It's informative and easy to read.
602	Everything is pretty much spelled out. Easy to read. All instructions regarding paper is very clear.
609	Well done, easy to use and understand.
610	Very complete.
764	I'm also participating in the grammar and writing class and I'd like to improve my speaking as I improve my writing. Please show me away to improve my speaking more.
774	I recommend as soon as possible, English class everyday at 8:00 am.
781	I don't have any comment.
785	The schedule for what we will be doing each of the days along with the teachers following the schedule has been very helpful.
788	Most of the time - on the mark.
789	Good Job.
808	My teacher is very good at explaining things in class. I'm grateful she gives us our grade weekly so we can see how we are doing.
955	Due dates should be checked more thoroughly.
1070	Clear and concise.
1146	It is great to have a syllabus for daily readings when exam will be as well as when papers are due. Also included are holidays so I don't leave to search for them somewhere else.

Open-ended Responses, continued	
1204	Weekly chapter outline = Great. EA sections heading etc. Class time, textbooks, course info, etc. is in bold.
1205	(Instructor's name) is the best instructor, he believes in helping you understand the reason why, hands on and he's the best instruction. He's an excellent person to study under to pass the CCNA.
1209	It would be helpful to have the CS on-line.
1212	See survey
1265	The lab syllabus was very useful for reading.
1270	See survey
1273	The more information the better.
1274	Very wordy syllabus.
1275	I never look at my syllabus unless I need some info on an assignment. When the assignment are written on they syllabus. It forces students to look at it.
1279	The syllabus tells me all ... - must obey syllabus.
1281	See survey
1283	Due dates were helpful - would like a more detailed calendar - need more info about late policies - need more info how participation will be included in grades.
1296	I think that the syllabus is very descriptive and informal.
1323	Dates for exams.
1324	Specific date for all three midterms are not given. Course content vague and does not relate to the information we learn in lab. No relation of topics between lab and lecture content.
1332	It's very nice to have test dates for the semester, so you can plan in advance for study time or work schedule.
1336	The lab assignment #'s weren't always accurate, otherwise everything else was good.
1338	Tentative schedule was a bit unclear at first, but needs clearer format.
1340	Slight confusion about what chapters are included for each section and what exactly we are to be studying in lab.
1341	Calendar of lesson's is very useful!
1345	Indicate exactly when test dates are.
1395	Problematic because she doesn't test when she says she's going to. The exams are totally different from the lectures she gives.
1398	The syllabus is very forth coming. It says exactly what he wanted to say or the school wanted to say. The syllabus is very helpful.
1406	I would like to see more detail information on what the class will be doing on any particular day. Also what and when things are due.
1444	She included the alphabet of sign language, very helpful.
1448	I enjoy having a teacher that is very good. I enjoy being with her and learning.
1478	Overall a good syllabus.
1514	Clearly understandable.
1515	Please shorten them. There should be less that we have to be reminded of each semester.
1518	Wasn't too long, pretty self-explanatory, straight forward. I didn't have any questions on it.
1531	Everything is given to you and explained in detail of what you're supposed to do.
1550	The weekly topics are very clear and we stick to it.
1552	The agenda of weekly readings is very clear and extremely useful.
1555	Nothing, it is just how I expected it to be.

Open-ended Responses, continued	
1560	There is a term paper due... it is not noted on the syllabus.
1583	I think the syllabus is sufficient for our needs.
1593	Lab pages would be helpful rather than just the title.
1625	No classroom number.
1627	I have never had a problem or complaint involving a syllabus. Here at C.O.C., our staff and teachers know what they need to do and do it well.
1630	I refer to my syllabus more less than daily, but more than weekly.
1635	Very clear and concise. I know exactly what's expected.
1663	Detail.
1664	See survey
1677	Great syllabus, very informative and must read for all syllabus enthusiast! Two thumbs up!
1692	The syllabus is very helpful. He lets us know all the assignments and experiments that we need to do.
1706	See survey
1712	It's fine by me.
1714	see survey
1715	Dates of quizzes, homework and projects.
1719	To make it clear and concise.
1731	Very well formatted.
1738	More information in assignment schedule would be helpful. Class to assignment relation is very fragmented making it difficult to be successful.
1740	Recommend to place under assignment schedule what topics we will be going over.
1741	It's fine.
1748	List of the films to be viewed (if possible).
1753	I believe there should be further explanation on what is expected from the film evaluations.
1758	The syllabus was very useful because it lays out the semester for the student. Dates are very important to me and the professor lets us know exactly when test are and homework is due. Good syllabus.
1762	See survey
1764	Very, very good.
1794	See survey
1795	See survey
1842	Great job.
1861	This syllabus has all the info needed so that I don't need to ask any questions. It's perfect.
1868	It's a well-written syllabus.
1873	It's efficient.
1890	My teacher's syllabus is great and easy to read.
1891	Dates of exams, etc. are on it, very helpful.
1893	Daily class schedule.
1901	It works for it's intended purpose.
1903	It is great, very helpful.
1909	I like that she has the chapter and topics covered on the day that we will learn them.
1924	Great!
1932	It's great. No need for improvement.
1947	Syllabus is great.

Open-ended Responses, continued	
1950	Having it written helps me remember by goals.
1980	I personally like the syllabus because of the assignment schedule on the next page. It actually causes you to read the syllabus, whether you want to or not. I'm very pleased with it and hope my opinions help maintain it or better it.
2005	Great Instructor!
2030	Great Instructor! Very thorough.
2034	I like how there is a calendar of the course.
2051	Please make assignment more clear. What are they? When are they due?
2052	No comment, but everything is perfect.
2055	Too much information.
2057	See survey
2066	See survey
2077	The syllabus was informative.
2084	Fairly typical of most syllabi. Clear to the point.

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